



Roadmap for the Journey
The Trainer's Guide

Module

1



Roadmap for the Journey The Trainer's Guide

Tennessee's early intervention service coordination training can be compared to a toddler's first steps. The training modules serve as a guiding hand as you assist service coordinators in learning ways to partner with families in order to promote successful outcomes for infants and toddlers with special needs.

Like the toddler, first steps require practice in the real world. The modules will assist coordinators in their preparation as they gain experience in the field. No amount of classroom knowledge, lecture, study, or testing can fully prepare someone to knock on a stranger's door and begin to build a relationship with those inside. Ongoing field experience and mentoring is crucial to building skill as a service coordinator. The core training modules will provide a foundation to begin the journey as service coordinators strive to walk in partnership with families.

The Trainer's Guide is to be used as a roadmap as you point the way for learners. Routes may vary somewhat according to the unique qualities of the districts along the way, but our destination is the same-to empower families by promoting a comprehensive system of early intervention supports and services that meet the needs of infants and toddlers with disabilities.

Throughout the training, service coordinators will be asked to complete specific assignments that will be kept in a portfolio in order to document their efforts and achievements. These activities are snapshots of all they will learn. Use this guide to assist them on their way.

Finally, our greatest teachers will always remain the children and families whose lives we are privileged to join in partnership on a journey of hope.



Description of Module 1

Preparing for the Journey by Taking Care of the Service Coordinator

Core service coordination training begins with an introductory module designed to address the fundamentals of service coordination. The guiding principle and the mission of Tennessee's Early Intervention System (TEIS) are introduced. Understanding the costs and benefits of early intervention and the importance of intervening early is presented as well. Service coordination is defined, and the roles and responsibilities of the service coordinator are outlined. Models of service coordination are reviewed. Information about organizational strategies, personal safety issues, ways to avoid burnout, and manage stress are included.



Module 1

Preparing for the Journey by Taking Care of the Service Coordinator

Competencies

- Demonstrates knowledge, understanding, and ability to put into practice the philosophy and key principles related to early intervention supports and services.
- Demonstrates knowledge and understanding of the benefits of intervening early.
- Demonstrates knowledge and understanding of the definition of service coordination under IDEA.
- Demonstrates knowledge and understanding of models of service coordination and the roles and responsibilities of the service coordinator.
- Demonstrates knowledge and understanding of organizational strategies that promote effective service coordination.
- Demonstrates knowledge and understanding of precipitators of stress and burnout while learning to develop strategies that promote personal and professional well-being and safety.



Module 1

Preparing for the Journey by Taking Care of the Service Coordinator

Contents

- 1.1 Welcome
- 1.2 Star Ice Breaker
- 1.3 Guiding Principle of Tennessee's Early Intervention System (TEIS), Mission Statement, and Accomplishing the Mission
- 1.4 What Is Early Intervention
- 1.5 Costs and Benefits of Early Intervention
- 1.6 The Fundamentals of Service Coordination
- 1.7 Getting Organized and Staying Safe
- 1.8 Voice of Experience
- 1.9 Battling Burnout
- 1.10 Life Stress Test
- 1.11 Coping with Stress
- 1.12 A Little Relief Can Go a Long Way
- 1.13 Service Coordinator's Anti-Stress Diet
- 1.14 You Can Make a Difference in Our Lives

Module 1

Preparing for the Journey by Taking Care of the Service Coordinator

Module Instructions

Procedure/Activity	Materials	Time
<p>1.1 Welcome</p> <p>Read handout to participants or ask them to read.</p>	<p>1.1 <i>Welcome to Early Intervention Service Coordination in Tennessee</i></p>	5 minutes
<p>1.2 Star Ice Breaker</p> <p>Cut an apple in half (through the middle horizontally). Show the star shape inside. Tell the participants there are “star” qualities inside all of us, but we are typically reluctant to reveal our success to others. This activity is an opportunity to get to know each other and share in each other’s accomplishments.</p> <p>Distribute the <i>Share What You Do Well</i> worksheet. Ask people to list one “star” achievement or quality they feel characterizes them, in each of the five points of the star. Examples might relate to family, career, hobbies, travel, etc. This is an open opportunity for sharing accomplishments while getting to know the trainer and each other.</p> <p>It can be helpful if the trainer leads the way by doing this activity herself, and volunteers to be the first one to share with the group.</p>	<p>Apple</p> <p>Knife</p> <p>Napkin</p> <p>1.2 <i>Share What You Do Well</i></p> <p>Pens</p>	Approximately 15 minutes, depending on the number of participants
<p>1.3 The Guiding Principle of TEIS, The Mission, & Accomplishing the Mission</p> <p>Read aloud or have participants take turns reading aloud. Facilitate brief discussion of points you would like to emphasize.</p>	<p>1.3 <i>The Guiding Principle of TEIS, The Mission Statement of TEIS, & Accomplishing the Mission</i></p>	10 minutes
<p>1.4 What is Early Intervention</p>	<p>1.4 <i>What is</i></p>	20 minutes

Procedure/Activity	Materials	Time
<p>Review and discuss the following points from the handout:</p> <p>Review the three primary reasons for intervening early:</p> <ol style="list-style-type: none"> 1) To enhance the child's development 2) To provide support and assistance to the family 3) To maximize the child's and family's benefit to society <p>Review and discuss the effectiveness of early intervention</p> <p>Review and discuss the cost effectiveness of early intervention</p> <p>Review and discuss the critical features of effective early intervention</p>	<i>Early Intervention</i>	
<p>1.5 Costs and Benefits of Early Intervention</p> <p>Briefly review and discuss the bulleted advantages for program participants of early intervention programming found in the article, and ask the learner to read (at a later time) the full article, for their portfolio.</p>	<i>1.5 Costs and Benefits of Early Intervention</i>	10 minutes
<p>1.6 The Fundamentals of Service Coordination</p> <p>(1) Before viewing the PowerPoint <i>The Fundamentals of Service Coordination</i>, instruct the learner to complete the first half of worksheet 1.6a <i>Definition and Responsibilities of Early Intervention Service Coordination</i>.</p> <p>(2) Show PowerPoint, making the points and engaging the learner in discussion as desired. For more information about the report cited on slide 12, visit this site: The ERIC/OSEP Special Project. News Brief. <i>What Do Professionals and Parents Want and Expect from Early Childhood Services?</i></p>	<p>1.6a <i>Definition and Responsibilities of Early Intervention Service Coordination</i></p> <p>PowerPoint <i>The Fundamentals of Service Coordination</i> (disc, web, or Blackboard)</p> <p>Computer with</p>	30 minutes

Procedure/Activity	Materials	Time
<p>Online. Retrieved 2-20-04. http://ericec.org/osep/newsbriefs/news33.html</p> <p>(3) Ask the learner to complete the last half of worksheet 1.6 <i>Definition of Early Intervention Service Coordination</i>.</p>	<p>monitor or projector or laptop for viewing PowerPoint</p> <p>Print and provide handout of PowerPoint, if desired</p>	
<p>1.7 Getting Organized and Staying Safe</p> <p>Show PowerPoint <i>Getting Organized and Staying Safe</i>, making the points and engaging the learner in discussion as desired.</p> <p>Tailor organizational tips and dress guidelines to suit the needs of your office. Share procedural or organizational type forms unique to your staff with the new coordinator. You may choose to review these forms at another time, if preferred.</p>	<p>PowerPoint, <i>Getting Organized and Staying Safe</i> (disc, web, or Blackboard)</p> <p>(Optional) Office organizational forms (ex. client contact form, work request forms for support staff, weekly schedules, record review form, leave forms, etc.)</p> <p>Computer with monitor or projector or laptop for viewing PowerPoint</p> <p>Print and distribute handout of PowerPoint, if desired</p>	<p>30 minutes</p> <p>(Total time for items 1.1-1.7 is approximately 2 hours)</p>
Break		10-15 minutes

Procedure/Activity	Materials	Time
<p>1.8 Voice of Experience Activity</p> <p>Following a ten to fifteen minute break, have the learner visit briefly with the experienced service coordinators who are available in the office at the time. The new coordinator will ask each veteran coordinator to share one organizational tip, one safety tip, and one tip for managing stress. Have the learner list these tips on worksheet 1.8, <i>The Voice of Experience</i>.</p> <p>Provide Hershey's Kisses for the new coordinator to give the experienced coordinators for sharing their tips. Advise experienced coordinators in advance that they will be approached for advice. If the learner is new to the office, this will be a fun way to meet coworkers while benefiting from their knowledge.</p>	<p>1.8 <i>The Voice of Experience</i></p> <p>Hershey's Kisses</p>	<p>10-15 minutes</p> <p>15-20 minutes for activity</p> <p>(30 minutes total for break and activity)</p>
<p>1.9 Battling Burnout</p> <p>Show PowerPoint <i>Battling Burnout</i>, making the points and engaging the learner in discussion, as desired.</p> <p>If available, discuss Employee Assistance Programs and provide a brochure if possible.</p>	<p>PowerPoint, <i>Battling Burnout</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or projector or laptop for viewing PowerPoint</p> <p>Copy and distribute handout of PowerPoint, if desired</p> <p>Employee Assistance Program brochure, if available</p>	<p>15 minutes</p>
<p>1.10 Life Stress Test</p> <p>Ask the learner to evaluate his stress level by</p>	<p>1.10 <i>Life Stress Test</i></p>	<p>15 minutes</p>

Procedure/Activity	Materials	Time
completing this simple test. Allow the learner to keep the results private.	Pen	
<p>1.11 Coping with Stress</p> <p>Show PowerPoint <i>Coping with Stress</i>, making the points and engaging the learner in discussion, as desired.</p>	<p>PowerPoint, <i>Coping with Stress</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or projector or laptop for viewing PowerPoint</p> <p>Print and distribute handout of PowerPoint, if desired</p>	15 minutes
<p>1.12 A Little Relief Can Go a Long Way</p> <p>Review information on the handout, and lead the progressive muscle relaxation activity as Indicated on worksheet 1.12. Have the learner list three techniques for relieving stress on the worksheet, and file in their portfolio.</p>	<p>Candle</p> <p>Relaxation tape or CD</p> <p>Tape or CD player</p> <p>Matches</p> <p>1.12 <i>A Little Relief Can Go a Long Way</i></p>	25 minutes
<p>1.13 Service Coordinator Anti-Stress Diet</p> <p>Read 1.13 <i>Service Coordinator Anti-Stress Diet</i> to the participants or have a volunteer read to the group.</p>	1.13 <i>Service Coordinator Anti-Stress Diet</i>	5 minutes
<p>1.14 You Can Make a Difference in Our Lives</p> <p>Show PowerPoint <i>You Can Make a Difference in Our Lives</i>, making the points and engaging the learner in discussion as</p>	<p>PowerPoint, <i>You Can Make a Difference in Our Lives</i> (disc, web, or Blackboard)</p>	15 minutes

Procedure/Activity	Materials	Time
desired. Share examples from real experiences that illustrate the key points.	<p>Computer with monitor or projector or laptop for viewing PowerPoint</p> <p>Print and distribute handout of PowerPoint, if desired</p>	Estimated Time for entire module=4 hrs.



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Bibliography and Resources

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